

UNIT 3

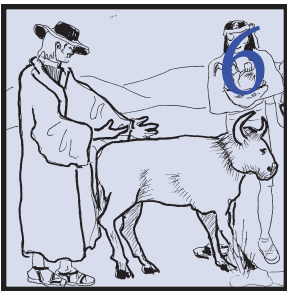
THE MEXICAN AMERICANS



FIESTA

By creating a small fiesta in the classroom, students will gain a better understanding of Mexican-American culture. Fiesta activities include celebration, history, music and food.

PAGE 3.5



A GIFT FROM PADRE KINO

Through listening to a story and a matching activity, students will classify food items, compare and contrast "introduced" with "native" goods and discuss how these foods both helped and hurt the Indians and the environment.

PAGE 3.11

The Spanish influence in present-day Arizona is tremendous. Beginning with the arrival of Father Kino in 1691, other missionaries and settlers followed. Change was inevitable and Indian culture intermixed with Spanish and other Europeans to create a unique and rich culture. Close to Mexico, yet uniquely American, the hispanic culture of Southern Arizona celebrates age-old and colorful traditions which have been handed down from generation to generation.

QUINCEAÑERA

One such tradition is an important event known as a *quinceañera*, which celebrates the coming of age for a 15 year old Mexican-American girl.

Special religious importance is placed on this celebration. Starting with a solemn parade, one or more girls, clad in formal gowns, are escorted down the aisle of the church followed by proud parents and god-parents. During the ceremony the “*quinceañera*,” (as the girl is called throughout the occasion), receives a medal representing her patron saint. She places white carnations before the statue of the Virgin Mary and

receives the Eucharist and renews her vows. The ceremony concludes with the giving of gifts to parents, godparents and other sponsors.

Depending on the family's budget, the event may be as simple as attendance at Mass followed by a small birthday party, or it can be a formal affair with a champagne toast, a large tower cake, a live band, and dinner.



In some cases, families will join resources in an event similar to what is known as a debutante party. In this event, a number of 15 year old girls, together with their escorts, gather together at a ball. They also wear beautiful long white gowns. During the ceremony each girl is announced individually, given a single rose, and escorted to the

dance floor for her first dance.

If economically possible, the *quinceañera* celebration is dedicated to only one girl. In this case, the family throws their own ball-type party. Again all the girls in attendance wear long formal gowns. For this party, the *quinceañera* chooses a male escort, and has as many *damas* (maidens) and *chamberlânes* (male escorts for the *damas*) as she wishes. The honored girl is given a formal Catholic Mass, which is attended by family and friends. After Mass, she then attends a party in her honor. As in a wedding, she waits for all the guests to be seated before she enters but only after all the other members of her party have been formally introduced to the guests. The *quinceañera* first dances with her escort, then with her father, and finally with her godfather. The *quinceañera* has the choice of opening her gifts at the party or in private.

For many parents and relatives, the *quinceañera* celebration is a sacrifice of time and money but they believe it is a stepping stone to building responsibility, spirituality and education. For the girl, however, it is a fun party as well as her rite-of-passage into womanhood.

DIECISEIS DE SEPTIEMBRE

Mexico's Independence Day is celebrated on September 16th (*dieciseis de septiembre*). The holiday commemorates Father Miguel Hidalgo's "*Grito de Dolores*" (cry for freedom) from Spain in 1810. Father Hidalgo was a priest instrumental in planning and executing the war against Spain. With him at its head, a small group of revolutionaries, mostly Indians, began the long struggle against the Spanish empire.

El dieciseis de septiembre commemorates the night in 1810 when Hidalgo, made his famous cry from the church tower in Queretaro, located northwest of present-day Mexico City.

The celebrations begin on the night of the 15th with the ringing of church bells and Hidalgo's cry "*Viva Mexico! Viva la Virgen de Guadalupe!*" It continues throughout the night and the following day, including receptions, banquets, music, dances, parades, cockfights, bullfights, horse races, baseball games, and fireworks.

For years there had been dissatisfaction among the Mexican-born Spaniards, wealthy and poor alike.

Only those born in Spain and of noble blood could hold office. In other words, all government was ultimately ruled by the Spanish. Throughout Mexico, churches held small community meetings under the pretense of "literary



clubs," to plan a revolt. The date was set for December 8, but the plans for the revolt leaked to authorities. Arrests were made and word spread to rebel leaders Ignacio Allende and Father Hidalgo. They decided to strike immediately and Hidalgo climbed into the church tower, rang the bells and cried his famous *grito*. The struggle was long and fierce, resulting in the capture and execution of both Allende and Hidalgo a year later. Others then took up the call.

Eleven years later in 1821, an officer in the Royalist Army, Lieutenant Agustín de Iturbide, joined the rebel cause. He brought many other soldiers with him and won the last decisive battle. The flag of Mexico flew for the first time over the capital with Iturbide as the new ruler.

CINCO DE MAYO

One of the major *fiestas patrias* (patriotic holidays) is *cinco de mayo* (fifth of May). On this date in 1862, an elite invading French army was defeated at the city of Puebla by only 4,000 Mexican soldiers led by General Ignacio Seguín Zaragosa, one

of Mexico's most famous leaders.

Mexico had suffered through incompetent leadership and civil wars since its independence from Spain in 1821. Mexico lost half of its territory, including Texas, during the Mexican-American War (1846-1848). The country was deeply in debt to France, Spain and England after the war. Conservative monarchists conspired with Napoleon III of France to create and place an Emperor on the Mexican throne.

Although the Mexicans won the battle at Puebla on May 5, 1862, the French were triumphant. President Benito Juarez fled north and continued the struggle from there. Maximilian of Austria was crowned Emperor of Mexico in 1864.

Maximilian, however, was short lived. The French were defeated, and he was executed in 1867.

A young war hero, Brigadier General Porfirio Diaz, succeeded Juarez and remained president until 1911. It was sometime during the latter part of the Mexican Revolution (1919-1920) that *cinco de mayo* became an important patriotic holiday.

Although the French remained in power for just a short time, *cinco de mayo* became a symbol of Mexico's victory over European imperialism. Celebrations for this holiday are similar to those for *dieciseis de septiembre*, including fiestas, dances, and fireworks. Throughout the United States and Mexico it is a celebration of Mexican pride and heritage.





LESSON OVERVIEW

By creating a small fiesta in the classroom, students will gain a better understanding of Mexican-American culture. Fiesta activities include celebration, history, music and food.

Subjects

Social Studies, Art, and Music.

Social Studies Standards

History

Objectives

Students will:

1. Compare various Mexican cultural activities.
2. Compose at least one Mexican saying.

Preparation

Create a Mexican atmosphere in class: decorating with paper flowers and crepe paper. Select stories and dichos from Mexican traditions (**Page 3.6**) and gather ingredients for traditional Mexican foods and drink (**Pages 3.7**) Gather yarn and craft sticks for craft activity (**Pages 3.8 - 3.9**)

Time

One or more 50 minute sessions.

Vocabulary

Banderolas, Cinco de mayo, dicho, Dieciseis de septiembre, fiesta, grito

FIESTA

Hold a Fiesta!

Choose a birthday party or one of the events listed in the Teacher Background Information on pages 3.1 - 3.3 for a theme. If possible, work with your students to decorate the room with paper flowers, piñatas, crepe paper or other materials in preparation for the fiesta. (See the bibliography for more ideas.)

As part of the fiesta, use one or more of the following activities to give students a first-hand experience of the Mexican-American culture.



Activity 1

Dichos (Sayings)

In all societies, language reflects cultural values. *Dichos* (sayings) are commonly used among Mexican-American people.

1. Share some common sayings with your class such as "You will reap what you sow," "An apple a day keeps the doctor away," or "Patience is the medicine of the world."

2. Introduce the idea that "sayings" are not exclusive to English, but exist in other cultures. Read and discuss the following *dichos*.

Hay que aprender a perder antes de saber jugar.

One must learn how to lose before learning how to play.

Una onza de alegría vale mas que una onza de oro.

An ounce of gladness is worth more than an ounce of gold.

El sol es la cobija del pobre.

The sun is the blanket of the poor.

3. Complete the Sentence!

Write the following incomplete sayings on the board and ask your students to complete them. Review and discuss.

A penny saved is _____.

You can lead a horse to water but _____.

Birds of a feather _____.

My _____ is your _____.

Don't cry over _____.

Don't put the _____ before the _____.

If the shoe fits _____.

Do unto others as you would have others _____.

Activity 2

Cuentos (Stories)

A fiesta might end around a fire with the grandparents chatting and sharing tales like the one that follows. Read and discuss the following traditional tale with your class.

THE CHICKEN DINNER

It was a wet and muggy day and many travelers were looking for a place where they might stay the night. One such traveler began talking with a farmer and discussing the weather.

Seeing that it would rain, the farmer took pity on the traveler, and even though he already had two guests, he invited him to dinner.

The traveler entered the kitchen just as the farmer's wife was setting the table. "Since you are my last guest," commented the farmer to the newcomer, "you may have the honor of serving the meal."

The young traveler looked at the feast and couldn't remember when he last saw such a meal. The chicken was baked just right, with gravy, potatoes and a bowl full of fresh vegetables. He took out the carving knife and set to work, dividing the chicken in the following manner.

"The head of this bird should go, of course, to the head of the family" and he placed the head of the chicken on the farmer's plate.

"The neck of the fine animal then goes to the one who supports the head of the family" and he carefully placed the neck on the farmer's wife's plate.

Looking at the daughter he said, "And for this lovely maiden who is now almost an adult, and her brother who must start his own farm and family soon because both are to fly away, they shall receive the wings."

"As for my fellow travelers," he went on, "I notice that the one on my left is rubbing his leg and needs a little support for his journey." A leg was put on the traveler's plate. "And for the one on my right, because he has been traveling so far and long, he should have the other." The other leg was dished out.

"Praise be to God," he then stated "That leaves what little bit is left for myself. . . ." And with a big smile on his face he placed the rest of the fat, plump, juicy chicken on his own plate!

Activity 3

Music

Teach and sing *Las Mañanitas*, the Mexican birthday song, to your class. A copy of the music is found on **Master Page 3.10**. Many recordings are also available.

Traditionally the song is sung to the birthday person as an early morning wake-up call on their birthday, but it can be sung anytime. Try taking it to other classes and/or make it part of your regular birthday celebrations.

Activity 4

Drink

Traditionally, *Champurro* (Mexican hot chocolate) is made of chocolate blended with sugar, cinnamon, and occasionally ground almonds. It is made frothy by beating it with a *molinillo* (a special carved, wooden beater). You may get similar results using a hand or portable mixer.

If you have any students of Hispanic heritage, see if a parent or relative might be willing to bring some traditional *Champurro* to the class fiesta. A simplified version of instant hot chocolate and cinnamon could be used as an alternative.

Activity 5

Food

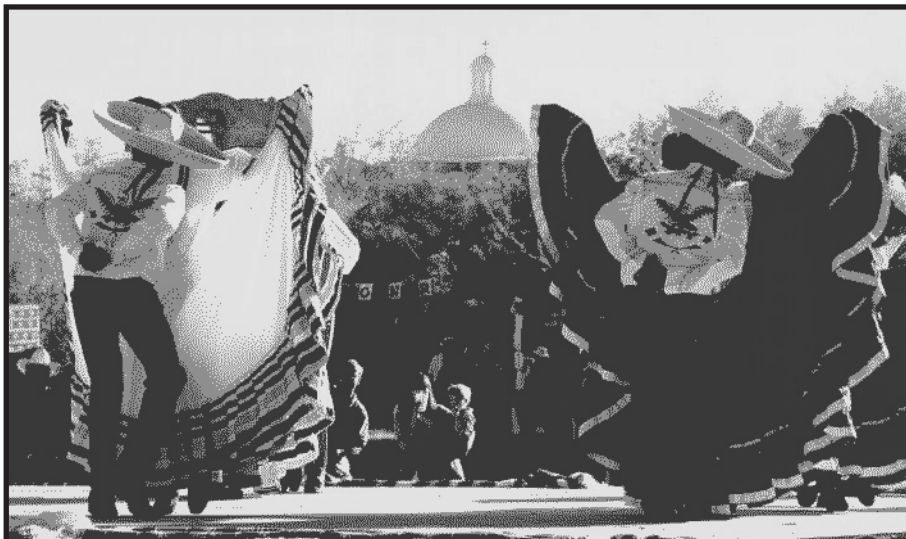
What would a fiesta be without food? Turn your classroom into a kitchen and make a traditional Mexican-American snack:

SALSA AND CHIPS

Ingredients:

Tomatoes (diced)
Cilantro (finely chopped)
Onions (finely chopped)
Garlic (minced)
Green chilies (finely minced)

Mix ingredients together and add salt and pepper to taste. Bring out a bag of tortilla chips and watch it disappear.



God's Eyes

Background Information

The God's Eyes, also known as *Ojos de Dios* is a traditional craft that comes from the Huichol Tribe of the Sierra Madre Mountains, Mexico. They were thought of as the eye through which God would see the person asking for health and long life for their children. God's Eyes represent the four cardinal directions (north, south, east, and west) often referred to in Native American lore. *Ojos de Dios* in no way represent the cross in Christianity! The reference to "God" refers to the indigenous belief in nature spirits or Gods.

Other than in the Huichol Tribe, God's Eyes are only found in Chilean and Tibetan cultures.

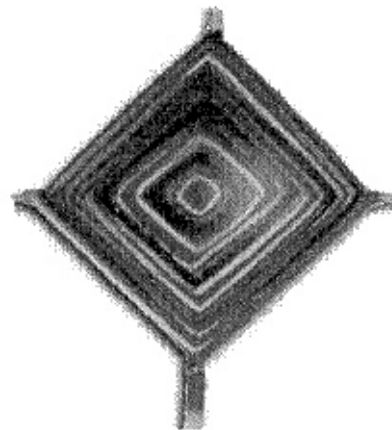
According to tradition, when a child is born, the center eye is woven by the father. Then every following year another "eye" is added to each of the four directions until the child reaches the age of five.

Today, God's Eyes are considered a traditional craft throughout Latin America.

Activity 6

God's Eyes

1. Using the information from the previous description of God's Eyes, briefly introduce the history and present day uses of the craft.
2. Model how to make a God's Eye using the instructions on **Master Page 3.9**.
3. Pass out materials to the class and help students with the step by step process as needed.



ENRICHMENT

- Check local recipe books for other culinary treats.
- Contact the Pimería Alta Historical Society in Nogales or the Arizona Historical Society in Tucson for information about special Mexican-American events.
- Have your students memorize and recite the *dichos* (sayings) in either English or Spanish. Ask them to create their own *dicho*.
- God's Eyes can be expanded to include more than two sticks to make multi-sided or circular patterns, etc. Experiment with different sized designs and colors.

Cross two sticks in the middle and glue them together.

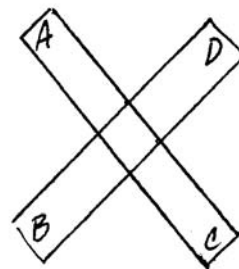


Figure 1

Tie the yarn in a knot around "A" then wind it once around "B." Proceed in the same manner with "C" and "D."

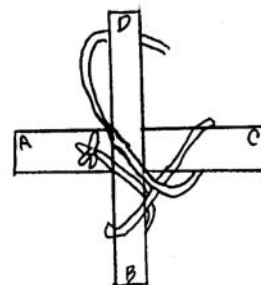


Figure 2

Continue in this manner until you wrap the yarn, over and over, around each stick.

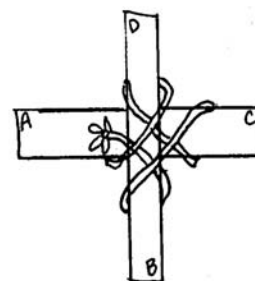


Figure 3

When complete, tie a knot at the end of the yarn and tuck it in.

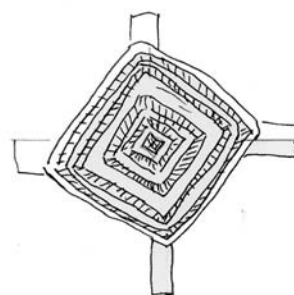
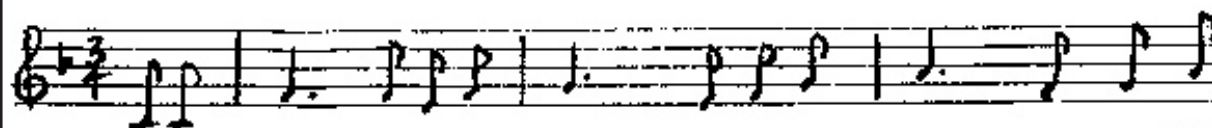
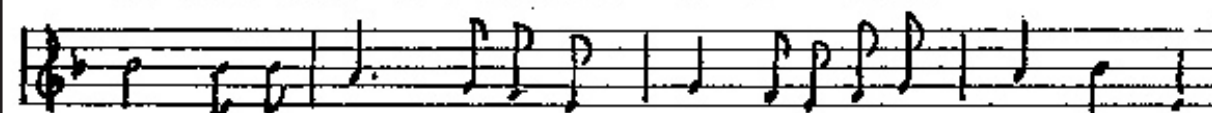


Figure 4

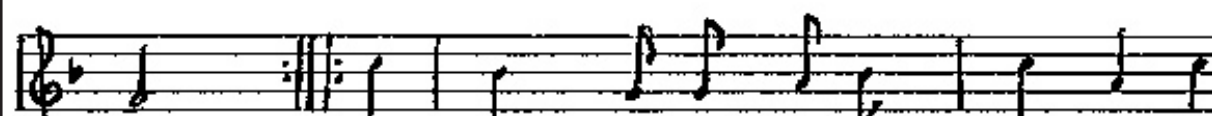
LAS MAÑANITAS MORNING SONG



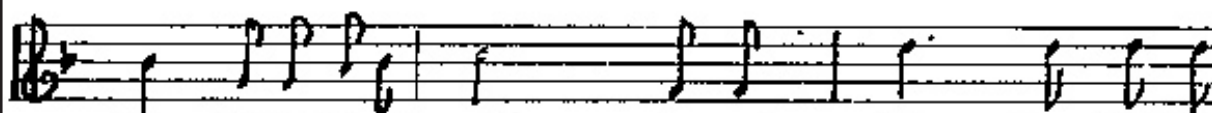
ESTAS SON LAS MA-ÑA-NI- TAS QUE CAN-TA- BA EL REY DA-
WE WILL SING A MORNING GREET-ING AS KING DA-VID USED TO



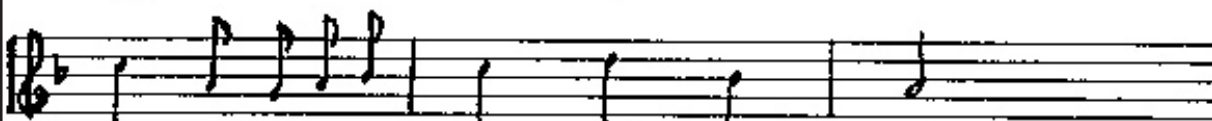
VID. A LAS MU- CHACHAS BO- NI-TASSE LAS CAN-TA-BA A-
DO. HE WOULD SING IT TO THE LA-DIES, AND WE WILL SING IT TO



SÍ: DES-PIER-TA, MI BIEN, DES-PIER-TA, MI-
YOU: GOOD MORN-ING, MY LOVE, GOOD MORN-ING, WAK



RA QUE YA R-MA-NE-CIÓ; YA LOS PA- JA-RI-LLOS
UP NOW AND GREET THE DAWN; LIT-TLE BIRDS ARE SING-ING



CAN-TAN, LA LU-NA YA SE ME - TIÓ.
GAI-LY, THE MOON IS AL - REA - DY GONE.



LESSON OVERVIEW

Through listening to a story and by doing a matching activity, students will classify food items, compare and contrast introduced versus native foods and discuss how these foods both helped and hurt the Indians and the environment.

Subjects

Language Arts, Science and Social Studies

Social Studies Standards

History

Science Standards

Science as Inquiry, Personal and Social, Perspectives in Science

Objectives

Students will:

1. Compare and contrast historical with present-day items.
2. Classify native versus introduced food items.
3. Discuss positive and negative implications of introduced goods.

Preparation

Make copies of **Master Page 3.12**, one per two students (to later be divided in half); Review and make a working copy of *A Gift from Padre Kino* on **Page 3.13**, and copies of **Master Pages 3.14** for each student.

Time

One 50 minute session

Vocabulary

Crops, introduced, mission, new world, O'odham, rodents, settlers

A GIFT FROM FATHER KINO

1. Hand out and have each student complete **Master Page 3.12**, (one page per two students). Once completed, correct and discuss the results.

How are traditional foods different from those of today?

What was required to prepare foods in contrast to today?

Would students like to live on only traditional foods? Etc.

2. Read aloud to the class "Spanish Gifts" on **Page 3.13**. Review the contents checking for student retention and understanding.
3. Brainstorm and list on the board "Native" versus "Introduced" foods.

4. Hand out and have students complete "Who Brought What?" on the top half of **Master Page 3.14**. Review answers.

5. Introduce and discuss the concept of helpful versus harmful in relation to introduced products.

6. Ask students to complete "Helpful or Harmful" on the bottom half of **Master Page 3.14**.

7. Hold a general discussion about the positive and negative consequences of Spanish imported items. Expand it to include effects on the environment in addition to human lives and cultures.

Teacher Key to "Who Brought What?"

Native Americans brought = agave, avocados, beans, cocoa, corn, devil's claw, mesquite, onions, potatoes, prickly pear, pumpkin, squash, sweet potatoes, turkey.

ENRICHMENT

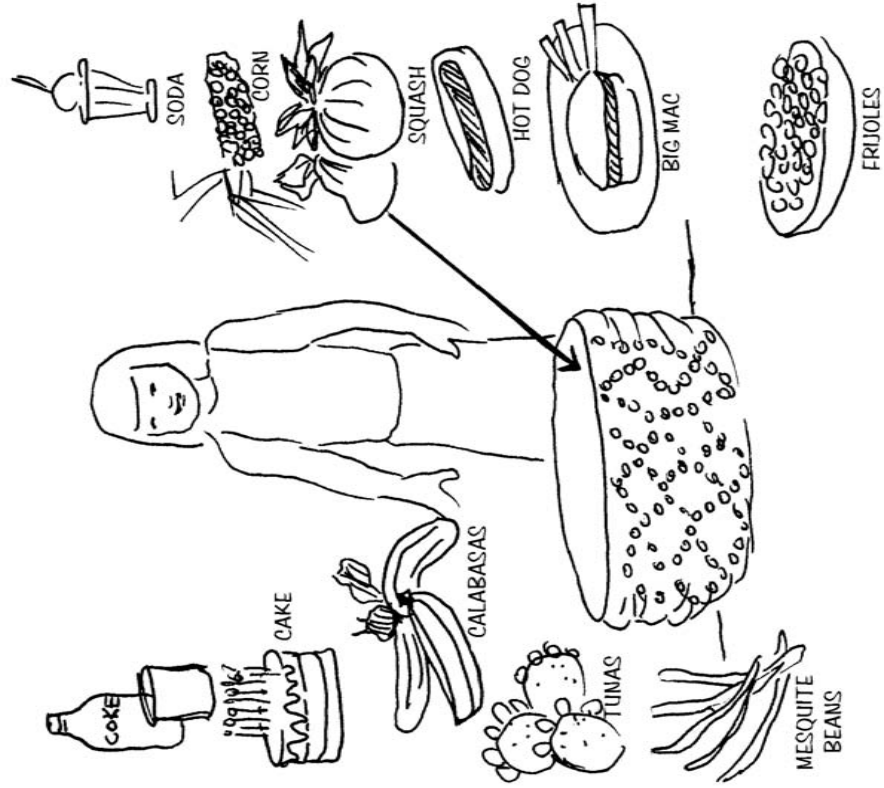
- Many of the things we eat today are combinations of native versus introduced foods. Create a menu with at least three dishes, each using one or more native or introduced ingredients.

For Example:

Wheat (Introduced) + Cocoa (Native) = Chocolate Cake

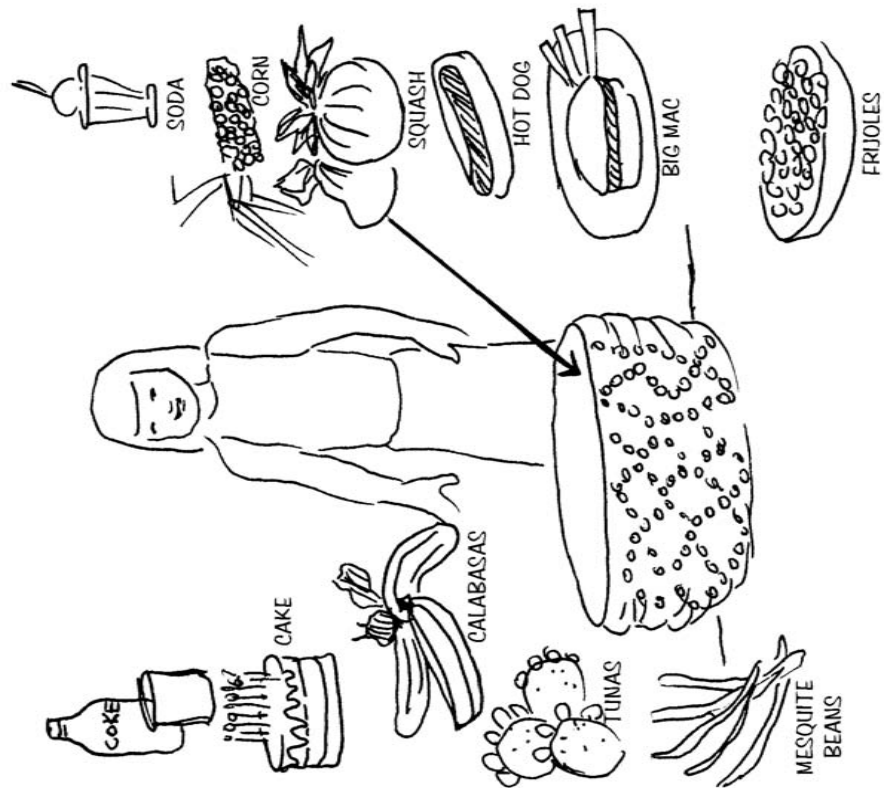
Yesterday and Today

The O'odham did not have grocery stores and had to hunt, gather, and farm for their food. Can you harvest enough traditional food for dinner? Place O'odham food items in the basket by drawing a line as shown below



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A GIFT FROM FATHER KINO

The *O'odham* or Pima people lived along the Santa Cruz River. They were farmers who used the river to water *crops* of corn, squash, beans and cotton. They collected local plants such as mesquite, devil's claw, and cactus. They also hunted *rodents*, birds, deer and mountain sheep.

Their lives depended on the river. A bad year might bring a flood or a drought that killed their crops. Sometimes it would get very cold in the winter and the plants would freeze. That meant they could not grow food in the winter and had to rely on hunting and gathering food. After time, cotton made the soil unusable and nothing would grow.

The O'odham heard about how Father Kino was kind, generous and very smart, so they invited him to the village of Tumacácori. He spoke to them about a new God and gave them gifts such as colorful beads, sheep, horses, cattle and a plant called "wheat" that grew in the winter. He also brought lots of other good things to eat like sugar, oats, olives, grapes, pork, cabbage, barley, and beets. The people liked Father Kino and asked him to stay, so he built a *mission* where the Indians could learn about and practice their new life. Father Kino never lived in Tumacácori but he visited the village, each time coming with new gifts and ideas.

Gifts brought by Father Kino, other priests, and the early *settlers* changed the way the O'odham lived. Because they could plant wheat and raise cattle and other animals in the winter, it meant that the people did not need to move around as much in search of wild foods or to go on long hunts. They could grow new foods like beets, grapes, and sugarcane; and animals such as cattle, sheep and pigs gave them plenty of meat. *New World* inventions such as metal knives and digging tools also made their work easier.

Many of the changes were good, however, the *introduced* items brought a new set of problems to the people and their environment. More people lived in larger villages and needed to be fed. Instead of hunting during the winter they planted crops all year long. If they didn't hunt enough game and those crops failed, they might not have enough to eat. The cows ate some kinds of grass and left others, so after awhile the best grasslands were gone, leaving grasses that even the cows wouldn't eat.

The worst change came from diseases. Without knowing it, the new settlers brought sickness and disease to the Indians. Smallpox, measles, influenza, malaria and other diseases sometimes killed hundreds of people.



WHO BROUGHT WHAT?

Listed below are goods that were exchanged between the Native Americans and the missionaries. Can you decide who brought what? Circle all of the things which came from the missionaries. Underline those that were used by the Native Americans throughout the Americas before the Europeans came.

Example: Rice = Spanish Avocado = Indian

Agave	Corn	Pigs	Sugar
Avocados	Devil's Claw	Pineapple	Tomatoes
<u>Bananas</u>	Grapes	Potatoes	<u>Turkey</u>
Barley	Horses	Prickly Pear	Vanilla
Beans	Mesquite	Pumpkins	
Beets	Oats	Rice	
Cabbage	Olives	Squash	
Cattle	Onions	Sheep	
Cocoa	Peanuts	Sweet Potatoes	

HELPFUL OR HARMFUL?

The European settlers introduced the Native Americans to many new ideas and objects, some good and some not so good. Can you tell which ones were helpful and which were harmful? Draw a line between each thing they brought and the description of how each item helped or hurt the O'odham.

(Hint: there may be more than one answer.)

Disease	Makes good wine.
Vegetables	Tastes great but not too good for you.
Cattle	Unwanted plants came from this fruit.
Grapes	A permanent source of food.
Sugar	Lots of people died from this.
Horses	Better than walking!
Wheat	Ate too much grass.
	Provided variety to their diet.